

Teacher(s): Johnson

Subject: World History

Week of: Apr 9 – 13, 2018

Week: 32

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):  SSWH 14 Analyze the Age of Revolutions	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- 5 min quick study  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review quiz procedures to include it is a remediation quiz  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete Remediation quiz type quiz (do not turn in classwork until Wed, after the requiz)  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- What areas do your think caused you the most problems?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Quiz
	Purpose: To provide the students an opportunity to validate their learning on the Age of Revolutions			<b>Summative:</b>
Tues	Standard(s):  SSWH 14 Analyze the Age of Revolutions	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Which nation had a revolution first?  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Discuss areas of weakness from the quiz  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Remediate those areas of weakness based on quiz results OR Collaborative Learning ( <i>You do together</i> )- Remediate those areas of weakness based on quiz results  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Based on the remediation, how well do expect to do tomorrow on the requiz?  <b>Home Learning:</b> study for requiz tomorrow	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Remediation
	Purpose: To provide the students with an opportunity to remediate their areas of weakness highlighted in the quiz			<b>Summative:</b>
Weds	Standard(s):  SSWH 14 Analyze the Age of Revolutions	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- 5 min quick study  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- review quiz procedures  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete remediation quiz Independent Learning ( <i>You do alone</i> – turn in designated class work for grade  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How many are certain they scored higher on this quiz?  <b>Home Learning:</b> Study for Casino Test over WH 13 and WH 14 on Monday	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A ReQuiz
	Purpose: To provide the students an opportunity to validate their remediation efforts based on the results of the original quiz			<b>Summative:</b>

Thurs	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	<b>Do Now: Guided Instruction (We do)- Sign in to Achieve 300 in classroom</b>			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"><li>Achieve 3000</li></ul>	<b>Formative:</b>  Teacher Observation Q&A Achieve results
	<b>Purpose:</b> To provide students with an opportunity to enhance their ability to read within a structured online environment.	<b>Opening: Focused Instruction (I do)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1<sup>st</sup> score and showing me that you have 5 dots indicating completion of the work</b>  <b>Work Session: Independent Learning (You do alone)- Complete requirements of the reading assigned on Achieve 3000</b>  <b>Closing: Guided Instruction (We do)- Verify quiz grades and completion of the 5 areas</b>  <b>Home Learning: Study for Casino Test over WH 13 and WH 14 on Monday</b>				<b>Summative:</b>
Fri	<b>Standard(s):</b> <b>SSWH 13</b> Examine the intellectual, political, social and economic factors that changed the world view of Europeans from 16 <sup>th</sup> century AD/CE to the late 18 <sup>th</sup> century AD/CE.  <b>SSWH 14</b> Analyze the Age of Revolutions	<b>Do Now: Guided Instruction (We do)- gather together your WH 13 &amp; 14 notes; textbooks if preferred</b>  <b>Opening: Focused Instruction (I do)- Substitute will pass out the test review questions</b>  <b>Work Session: Independent Learning (You do alone)- complete the test review OR Collaborative Learning (You do together)- in pairs, complete the test review</b>  <b>Closing: Guided Instruction (We do)- check out your answers with other students</b>  <b>Home Learning: Study for Casino Test over WH 13 and WH 14 on Monday; don't forget to study the notes, handouts, mind map creations</b>			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Review
	<b>Purpose:</b> To provide the students an opportunity to review for the Unit Test either alone or with a partner					<b>Summative:</b>